



Public Health Applications for Student Experience (PHASE) Internship Course Guidelines Year 2006-2007

PHASE (Public Health Applications for Student Experience) is an internship program that enables students to gain insight on how a degree in public health can be applied to careers and experiences in the "real world". Too often, students receive very little exposure to careers and opportunities that are available in public health outside of academia. The primary goal of PHASE is to provide students with this important exposure and opportunities for hands-on experiences that are otherwise missing from the academic curriculum. PHASE will meet this goal by forming a partnership with the Maryland Department of Health and Mental Hygiene (DHMH) and the Johns Hopkins Bloomberg School of Public Health MidAtlantic Public Health Training Center to create internship opportunities for interested students. Depending on a student's particular interests and level of experience, these internships may range from small projects to gain some experience working with DHMH or a local health department (LHD), to more involved projects that could translate into a thesis topic or a Capstone Experience. All students who complete internships will be able to gain academic credit through the PHASE course number.

The internship will be an experience appropriate for Master candidates (MPH, MHS and ScM), but will be made available to first-year doctoral students, as well. It *"requires a student to synthesize and integrate knowledge acquired in course work and other learning experiences and to apply theory and principles in a situation that approximates some aspect of professional practice. It may be used as a means by which faculty judge whether the student has mastered the body of knowledge and can demonstrate proficiency in the required skills."*¹ Students apply the knowledge and skills acquired during their course of study to either a public health practice experience or an epidemiological research project. Students conduct this work in the field with preceptors and researchers who are experienced public health practitioners.

¹ Accreditation Criteria: Graduate Schools of Public Health. Council on Education for Public Health (CEPH), Amended October 1993. The Special Project serves as the synthesis experience as well as the precepted experience under CEPH guidelines.

The internship includes:

- A public health practice experience *or* research project involving **a minimum of 100 hours of effort** (average of 4-5 hours/week spent at the health department) over a minimum of 3 academic terms.
- A final paper of the student's research or practical experience.
- A 15-20 minute oral presentation of the student's research or practical experience to the Course Director, Program Manager, Health Department Preceptor, and other public health staff, faculty, and students.
- Attendance at quarterly PHASE meetings to discuss progress with other PHASE Interns (mandatory).
- Attendance at monthly seminars about various public health topics (optional).

Roles and Functions of PHASE Internship Participants:

PHASE Internship Course Director: Dr. Michel Ibrahim contact at mibrahim@jhsph.edu: Attends administrative meetings. Provides advice and guidance during internship process. This includes assisting the student with data analysis, writing of the paper, and presentation preparation (if required). The Course Director will work with the Program Manager and Preceptor to help the student shape the internship so that the student's work meets health department preceptors needs as well as the student's learning requirements (i.e. review progress reports). The Course Director will work with the Health Department Preceptor to assign a final grade for the student's work.

PHASE Program Manager–Dipti Shah contact at dshah@dhmh.state.md.us: Identifies public health professionals at the Maryland Department of Health and Mental Hygiene (DHMH), Maryland Department of the Environment (MDE) or local health departments (LHDs) who will mentor or precept an intern, providing project assistance. Assists Health Department Preceptors in defining an internship project for students. Serves as the health department-based resource for student involved in PHASE Internship. Will participate in determining the final grade for the student's work. Acts as liaison between the student, Course Director and Health Department Preceptor.

Health Department Preceptor: A public health practitioner from DHMH/MDE/LHD who works closely with and directs the work of the students throughout the project. Students will be assigned to the Health Department Preceptor based on the internship project that the student selects (see PHASE Internship Description form). Will participate in determining the final grade for the student's work.

Student: Applies skills and knowledge obtained through academic course work in an epidemiological internship project. The student functions as an apprentice and assumes a role supported by the assistance of and fully within the experience of the preceptor.

Internship Origins

1. The PHASE Program Manager will identify public health professionals at DHMH, MDE, or LHDs involved in public health research or activities who require assistance.

2. A student who has a special interest in particular public health topic in the public sector will identify a preceptor at DHMH who works in this particular public health area with the help of the PHASE Internship Coordinator.

The PHASE Internship **could require** original data collection. The internship must contain a component that involves the application of epidemiology. This may be in the form of an ongoing research study, secondary data analysis, designing a surveillance system, or survey design for DHMH, MDE or a LHD. All internships are required to have some level of the following: literature review, data acquisition, and data use. In a situation where actual data may not be available, students are expected to develop tables, propose analysis, and test alternative scenarios based on hypothetical data. Details of what is expected for completion of the internship follow.

Note: These Guidelines may be modified in individual cases with written approval from the Course Director and the Program Manager.

Registration PHASE Internship (340.851.01)

In order to receive credit for the internship, all students are **required** to register for the PHASE Internship (340.851.01), for a minimum of 3 **consecutive terms**. The first term will serve as the students planning period, students will be required to apply for one credit during this period. The number of credits that students registers following the planning phase will vary depending on the nature and intensity of the project and will be collectively determined by the Course Director, Program Manager, Preceptor and student. However, a minimum of 2 credits will be required for registration. Check the internship description for additional internship requirements. This course is open to graduate students that have completed **PRINCIPLES OF EPIDEMIOLOGY (340.601.01)** or **EPIDEMIOLOGIC METHODS I (340.751.01)**.

The internship is a course and thus, students are expected to abide by the **Academic Ethics Code**. Students are strongly encouraged to complete the *Academic Ethics Module* (<http://commprojects.jhsph.edu/academics/AcademicsEthics.cfm>) and review these guidelines, particularly the definitions of academic dishonesty, and to be sure they understand the actions and potential consequences when in violations of the code. If you have any questions or need a copy of JHBSPH's Academic Ethics Code, please contact Robin Fox, Assistant Dean for Academic Affairs in the Office of the Dean.

Additionally, the students are expected to abide by DHMH policies. The Preceptor will review these policies with the student.

Internship Procedures

An **Internship Checklist** is provided in **Appendix A**. Students should follow the procedures described below and complete the items on the checklist in the order in which they appear.

1. Interested students should visit <http://www.cha.state.md.us/phase> to review available internships and complete the online PHASE internship application. On the application, students will be asked to rank the top 3 internships for which they are interested. Students should be reminded that while every effort will be made to accommodate each student's request for one of the three internships for which they are interested. Certain circumstances may arise where students may be placed in internships not indicated on their application. It is important to realize that PHASE Internships are more about obtaining experience

in public health practice and less about the specific subject matter of a given internship. Applications will be accepted through September 13, 2006.

2. If selected, students will be notified by early October of their acceptance status in the PHASE Internship Program. Once accepted into the PHASE Internship Program, the student will be able to formally register for the PHASE Internship. The number of credits assigned will be based on the scope of work for the internship project (minimum of 2 credits).

3. The student will prepare a **3-4 page** concept paper, which must include a scope of work with supporting timeline. Student should follow the *Guidelines for Writing a Concept Paper* (see **Appendix B**), under the guidance of their Health Department Preceptor. Sufficient time should be spent reviewing substantive literature about the topic being addressed and the analytic methods (if any) to be applied. Concept papers will be reviewed by the Course Director and Preceptor and will be accepted or, the Course Director and/or Preceptor may request additional information. In the latter case, revisions to the concept paper will be made, resubmitted and reviewed.

This paper must be completed within the 1st 4 weeks of the first quarter of the internship. The Concept Paper is worth 15% of the final course grade.

For all writing submissions, students must follow either APA or AMA styles for standard reference, text, and tables. Examples of both styles can be found in journals such as the *American Journal of Public Health* (for AMA) or the *Journal of Psychiatric Research* (for APA).

4. **IRB APPROVAL.** Certain internships projects will *need* to be submitted to the DHMH Institutional Review Board (IRB) as well as the Johns Hopkins University IRB. Students are responsible for obtaining and completing the appropriate forms (under the supervision of their Health Department Preceptor and/or Course Director). Information about the IRB process, as well as the forms, is available at the following web addresses:

<http://www.jhsph.edu/chr/>

<http://dhmh.state.md.us/oig/irb/>

5. After the student has been notified of IRB approval (if the project dictates IRB approval), and the concept paper has been approved, the student will begin the internship. Throughout the internship, the student is expected to work on his/her project at the identified agency an average of 4-5 hours per week. This is an important component of the internship as it is necessary for the student to gain insight into the on goings at DHMH, MDE, or the LHD. Examples of getting the student more 'involved,' include, but are not limited to participating in division meetings, presenting the project at senior staff meeting, participating in pertinent conference calls, etc. At the discretion of the Preceptor, additional work may be required outside of the identified agency.

6. The student and the Health Department Preceptor will meet at a minimum, **every other week**, to discuss the student's progress on his/her project. It is encouraged that initially, the meetings occur every week, but the final determination regarding frequency will be at the discretion of the Preceptor. This regular meeting with the student and Preceptor will provide the opportunity to review progress of the project against the timeline, as well as discuss any other issues the student may have with the project, such as data issues (cleaning, analysis, etc.). Furthermore, it will also serve as an opportunity to brainstorm next steps. The Preceptor and student will track progress using the online **PHASE Internship Progress Report** (see **Appendix C for a rough outline of the questions that are included in the online Progress Report**). Preceptors are encouraged to discuss the details of the Progress Report

with the student before finalizing the online submission. The Course Director and the Program Manager will regularly review the Progress Reports.

7. The student will be required to attend quarterly meetings. This will give the student the opportunity to discuss his/her progress as well as any obstacles he/she has encountered with the other interns. The objective of the quarterly meetings will be that the student will learn from the other students' projects and hopefully develop solutions to any possible obstacles. The Course Director and Program Manager will attend these meetings. **Attendance at the quarterly PHASE meetings is worth 5% of the final course grade.**

8. The student will be required to prepare a final paper describing their project. The paper, on the average, will be ~10-12 double-spaced pages; however the length will be determined by the Preceptor and Course Director, and will be commensurate with the amount of effort put forth for the internship. The paper will follow the format of a publishable peer-reviewed epidemiology journal and will be evaluated using standard peer-reviewed criteria.

9. The student is encouraged to present a preliminary draft of the paper to the Course Director **and** his/her Preceptor at least two (2) weeks **before** the final due date. Both may make comments and suggest revisions. The student may need to present a revised draft of the paper to the Course Director and Preceptor and further modifications may be required. **The Final Paper will be graded by the Course Director and Preceptor and is worth 30% of the final course grade.**

10. The final component of the internship will be an oral presentation summarizing the findings of the internship. The student will prepare a concise 15-20 minute oral and visual presentation (PowerPoint), which describes the internship project, the public health significance and lessons learned from working with the assigned agency (DHMH, MDE, or a LHD). The presentation will be a part of a separate PHASE Symposium, to which other students, staff, and faculty will be invited so that they will witness the value of participation in similar internship opportunities offered through the PHASE Internship project. The student's presentation will be evaluated by the Course Director, Program Manager and, Health Department Preceptor (see **Appendix D**). *At least 1 week prior to the scheduled presentation date, students must provide a copy of and review their presentation materials with the Course Director and Health Department Preceptor.* **The oral presentation is worth 30% of the final course grade.**

11. The Course Director and Health Department Preceptor will fill out the Performance Evaluation form (see **Appendix E**). **The Performance Evaluation is worth 20% of the final course grade.**

12. The Course Director will determine the final grade (see Appendix F) using all the various evaluations.

Grading

The student's final grade for the special studies course is determined as follows:

Attendance at PHASE Meetings	5%
Course Director/Preceptor Evaluation of Concept Paper	15%
Course Director/ Preceptor Performance Evaluation	20%
Course Director/Preceptor/Program Manager Evaluation of Oral Presentation	30%
Final Paper	30%

Appendix A

PHASE INTERNSHIP CHECKLIST

<u>Date Due</u>	<u>Completed?</u>	<u>Activity</u>
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One month prior to registering for the Special Studies project:

___/___/___	<input type="checkbox"/>	Visit the PHASE internship website to find available internship opportunities.
___/___/___	<input type="checkbox"/>	Complete online PHASE Internship application.
___/___/___	<input type="checkbox"/>	Register for PHASE Internship course for the number of credits allotted for your project.

At the beginning of the first quarter of your internship:

___/___/___	<input type="checkbox"/>	Prepare and submit a concept paper for review (due on November 22, 2006).
___/___/___	<input type="checkbox"/>	Obtain the Course Director's & Preceptor's comments on concept paper.
___/___/___	<input type="checkbox"/>	Complete any revisions requested/required on concept paper.
___/___/___	<input type="checkbox"/>	Prepare and submit any materials for IRB review.
___/___/___	<input type="checkbox"/>	Obtain IRB approval BEFORE you begin your project.
___/___/___	<input type="checkbox"/>	Begin working on your project. Remember to meet with your Preceptor once every other week.

At least 2 weeks before the final paper due date:

___/___/___	<input type="checkbox"/>	Submit the preliminary draft of your final paper to the Course Director & Preceptor.
___/___/___	<input type="checkbox"/>	Obtain the Course Director's & Preceptor's comments on final paper.
___/___/___	<input type="checkbox"/>	Complete any revisions requested/required on final paper.

At least 1 week before your presentation:

___/___/___	<input type="checkbox"/>	Submit your Power Point presentation to your Preceptor & Course Director.
___/___/___	<input type="checkbox"/>	Complete any revisions requested/required on presentation.

End of the PHASE program:

___/___/___	<input type="checkbox"/>	Present your findings at the PHASE Symposium.
___/___/___	<input type="checkbox"/>	Submit your final paper.

CONGRATULATIONS!

Enjoy the satisfaction of reaching your goal!

Appendix B

Guidelines for Writing a Concept Paper

The concept paper is an important part of the internship process because it will enable the student to describe and shape his/her project without the heavy burdens of writing a project proposal.

Format and Content

All concept papers should include a cover page and a brief project description.

1. The Cover Page

The cover page for the concept paper should contain:

- a. A title describing the proposed project;
- b. The name and contact information of the student;
- c. The name, title, and contact information of the assigned DHMH/LHD preceptor; and
- d. Estimated start and completion dates of the project.

2. The Project Description

The project description of the concept paper should not exceed 4 double-spaced pages on 8 1/2 x 11-inch paper with at least 1-inch margins and type size of at least 11. The project description must include the following:

- a. A very direct and explicit statement of the project scope, project/research question(s), and justification of need for the project (i.e. gaps in research area);
- b. Clear statement of the project's goals or objectives;
- c. Discussion of the proposed approach and/or methodology. Include the data source(s), analytic procedures (if any), and time frame; and
- d. Conclude with a discussion of the public health significance (importance) of the proposed project.

3. Timeline

The project timeline should demonstrate a proper 'fit' to the number of quarters approved for the project. Projects requiring IRB approval may need to cover a time period of 3 quarters. In addition, to identifying particular goals and/or objectives and when within the internship they should be completed, the timeline should also reflect administrative deadlines (concept paper due within 1st 2 weeks of 1st quarter of internship, regular meetings with Preceptor, **proposed** date of completion of project).

PHASE Internship Progress Report for _____

Student's Name

Please describe any problems and proposed solutions in the 'Comments' sections for each question.

1. Does the student demonstrate a clear understanding of the public health context of the project?
(Consider the student's understanding of: the special project topic; the target population for the project; and, the nature of the problem and/or relevant risk factors)

YES

NO

Comments: _____

2. Are there any problems with the development of the project?
(i.e. Is the student required to construct a survey instrument or surveillance system and is he/she experiencing difficulty in doing so? Problems with data analysis and/or interpretation of results?)

YES

NO

Comments: _____

3. Are goals and objectives from week to week being met?

YES

NO

Comments: _____

4. How much time is the student spending on his/her project on-site? _____ hours/week

5. Has the student participated in any division meetings and/or conference calls?

YES

NO

6. Please provide examples of how the student participated in 'real-world' public health activities:

7. Please provide any additional feedback regarding the student's progress (i.e. professional maturity, reliability, teamwork, flexibility, independent work, etc.).

Preceptor

Date

Student

Date

Please forward a signed copy of this Progress Report to both the Course Director and the Program Manager.

Appendix D

The Johns Hopkins University Bloomberg School of Public Health

PHASE Internship ORAL PRESENTATION EVALUATION

for use by Course Director, Program Manager and Preceptor (used in assigning Internship Project final grade)

Name of Student: _____

Evaluator's Signature: _____ Date: _____

The Internship Project is graded based on the depth of the student's understanding of his/her project revealed by the oral presentation. For each section of the presentation, please comment using specific examples and also provide a numerical rating.

5	4	3	2	1
Superior	Commendable	Competent	Requires Improvement	Unsatisfactory

☐

UNDERSTANDING OF THE PUBLIC HEALTH CONTEXT OF THE PROJECT

Consider the student's understanding of the special project topic and the target population for the project. Did the student provide sufficient background information regarding his/her project? Did the student define the objectives of his/her internship project?

Comments:

☐

METHODS/RESULTS/REPORT ON ACTIVITIES

Consider the student's performance in: conceptualizing the questions; planning the project; selecting and applying appropriate methods or instruments to achieve project objectives; and, analyzing information. Did the student present the methods used in a succinct manner? Do the results make sense?

Comments:

☐

DISCUSSION/CONCLUSION/LESSONS LEARNED

Consider the student's skills in: analysis of data and interpretation of results; ability to discuss and draw conclusions from results; ability to recognize gaps in project; and lessons learned.

Comments:

☐**COMMUNICATION SKILLS**

Consider the student's skills in: general oral communication; visual presentation of data; clarity and organization of presentation; ability to speak succinctly (did not exceed time limit of 30 minutes); appropriate use of PowerPoint; and, ability to handle questions efficiently and effectively.

Comments:

☐**OVERALL QUALITY OF WORK ON THIS PROJECT**

Comments:

Appendix E

The Johns Hopkins University Bloomberg School of Public Health

PHASE Internship STUDENT PERFORMANCE EVALUATION

for use by Health Department Preceptor and Course Director

Thank you for taking the time to supervise and evaluate this student. Your evaluation will be weighed when grading the student's internship project. We strongly encourage you to discuss your assessment of the student's performance directly with the student.

Name of Student: _____ Date: _____

Name of Preceptor: _____ Title: _____

Preceptor's e-mail: _____ Phone: _____

Organization/Office and mailing address:

Please return this evaluation to:

***Dr. Michel Ibrahim
PHASE Course Director
Department of Epidemiology
615 N. Wolfe St., E6140
Baltimore, MD 21205***

PART I: CONTACT WITH THE STUDENT

Student projects vary in scope of work, duration, and level of supervision. Some preceptors know the student through other work and projects; others do not. The following questions will help us understand your level of involvement with this student.

How many times did you meet with the student to discuss the details of the internship project before the concept paper was written? (including in person, on the phone or via e-mail)	A. One time B. 2-5 times C. >5 times
Did the student consult with you while developing the concept paper?	YES NO
If YES, how much guidance did you provide on the paper?	A. No comments given B. Very little C. A lot D. Extensive
Did the student complete the concept paper within the 1 st 4 weeks of the internship? If NO, when did the student complete the paper?	YES NO _____
Did the student work on site? If YES, how many hours per week? If NO, please provide rationale as to why not. _____ _____ _____ _____	YES NO _____
Did you meet with the student on a weekly basis? If NO, please indicate how often you met.	YES NO _____
Did the student consult with you while developing the final paper? If YES, how much guidance did you provide on the paper?	YES NO A. No comments given B. Very little C. A lot D. Extensive
Did you read or see a practice session of the student's final presentation? If YES, how much guidance did you provide on the presentation?	YES NO A. No comments given B. Very little C. A lot D. Extensive

PART 2: PERFORMANCE EVALUATION

- 5 = Superior Accomplishments
- 4 = Commendable
- 3 = Competent
- 2 = Requires Improvement
- 1 = Unsatisfactory
- NA = Not Applicable

Please base your evaluation on the student's performance on this particular project. Use the scale above to rate the student on each area. Your written comments are a very valuable part of the evaluation; use specific examples whenever possible.

UNDERSTANDING OF THE PUBLIC HEALTH CONTEXT OF THE PROJECT

Consider the student's understanding of: the special project topic; the target population for the project; and, the nature of the problem and/or relevant risk factors.

Comments:

RESEARCH AND PROGRAM SKILLS

Consider the student's ability to: conceptualize the questions; select and apply the appropriate methods to achieve the objectives (instruments, etc.); and, analyze information and interpret results.

Comments:

COMMUNICATION SKILLS

Consider the student's skills in: general oral communication; writing; visual presentation of data and information; and, oral presentation.

Comments:

PROFESSIONAL CHARACTERISTICS

Consider the student's: reliability; professional maturity/judgment; initiative; ability to seek advice appropriately; response to feedback/ability to accept criticism; ability to work as part of a team; ability to be flexible; ability to work independently; organizational skills; and, ability to meet deadlines.

Comments:

OVERALL QUALITY OF WORK ON THIS PROJECT

Have you discussed this evaluation with the student?

YES

NO

If NO, would you be willing to let the student read this evaluation?

YES

NO

Evaluator's signature: _____

Date: _____

Thank you for your work with the student and for taking the time to fill out this evaluation. Concerns or questions about the internship project process, this evaluation, or this student should be directed to the course director listed on the first page of this form.

Appendix F

The Johns Hopkins University Bloomberg School of Public Health

PHASE Internship FINAL EVALUATION

GRADING COMPONENTS:		(Percent Grade Contribution)
1.	Attendance at PHASE Meetings	_____ (5%)
2.	Concept Paper Consider student's understanding of: the special project topic; the target population for the project; and, the nature of the problem and/or relevant risk factors. Also consider the student's ability to conceptualize the questions, plan the project, and write an organized and coherent proposal.	_____ (15%)
3.	Faculty & Preceptor Evaluation	_____ (20%)
4.	Oral Presentation Evaluation	_____ (30%)
5.	Final Paper Evaluation	_____ (30%)
	FINAL GRADE	_____